

"Resource Stewardship" using Distance Learning

September 11, 1996

Process

Broadcast from Lawrence Livermore National Laboratory (LLNL) in California to: Idaho National Engineering Laboratory (INEL) in Idaho, Oak Ridge National Laboratory (ORNL) in Tennessee, Sandia National Laboratory (SNL) in New Mexico, and Los Alamos National Laboratory (LANL) in New Mexico.

- The Instructor started out with each site verifying the presence of a course "facilitator" and receipt of course materials, followed by an introduction of each participant. The site facilitator had each person sign an enrollment sheet.
- Instructor introduced the course and set the "ground rules" for the video teleconference delivery
 - Course length to be approximately 1 hour
 - Course will include group activities - Instructor will call on each site to provide input
 - Instructor recommended that each site keep their microphones on mute until ready to be heard (called on to provide input, or to ask a question)
 - Copies of the vu graphs and the course activities to be provided at the conclusion of the class (the lesson plan was designed to prompt students to come up with the "answers" to questions, then the Instructor validated with the following vu graph)
- Course presented with vu graphs laid on a table with an overhead camera
 - A "frame" was provided to guide the placement of the vu graph
- There were four course activities, which included input from each site
 - The Instructor kept a record of which site was called on first for each activities to ensure rotation
 - Input was recorded on a lined pad of paper in view of the overhead cameras
- Course concluded with a written evaluation by each participant, collected by the site facilitator

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Lessons Learned

- Instructor's voice cut in-and-out during the presentation. Microphone placement in the LLNL facility is designed for group discussion. Instructor leaning over table to place vu graph was not in the optimum position to be picked up clearly.
- Calling on each site to provide input was very effective. However, the first site called on was unprepared, other sites were not listening (anticipating going next). Instructor should give each site 5 minutes to develop ideas, then "report out" to group.
- Instructor should not talk while getting input from each site. Microphone is sound activated and "jumps" back and forth between sites.
- Students wanted hand-outs (copies of vu graphs and activities) at the beginning of the course to follow along.
- Recording input from each site on a tablet in view of the overhead camera was very effective. Students could see the development of the "list".
- Scheduling of video teleconferencing in different time zones is difficult. Some sites were into lunch time, and others had limited use of their facility. Facility set up time is 30-60 minutes, plus the duration of the course.
- The evaluation forms used for this course were unique to video teleconferencing. They included questions related to the delivery method and the question, "Would you take another course using video teleconferencing?" The majority said "Yes".

Additional Information is available from:

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